



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

## **Exemplar for Internal Assessment Resource**

### **English Level 1**

#### **Resource title: Under Close Scrutiny**

This exemplar supports assessment against:

**Achievement Standard 90856**

**Show Understanding of Visual and/or Oral Text(s) Through Close  
Viewing and/or Listening, Using Supporting Evidence**

Grade boundary specific exemplar

The exemplar has been developed from student material specific to an A or B assessment resource

Date version published by  
Ministry of Education

December 2010  
To support internal assessment from 2011

	Grade Boundary: Low Excellence
1.	<p>The standard requires showing understanding of 4 significant aspects of visual and /or oral texts through close viewing and/or listening, using supporting evidence (at least one different, specific and relevant detail for each aspect, EN12)</p> <p>The standard and the task require that perceptive understanding of how these four aspects communicate ideas about the text in relation to the writer's purpose as well as wider contexts (EN9) is shown in order to meet Excellence</p> <p>This response identifies four visual/oral aspects (<b>gesture, facial expression, sound effects and camera shots</b> - shown in <b>bold</b> in the text). Although the discussion of sound effects is not more than convincing, the understanding of the use of camera shots and gesture shows perception when both aspects are linked to the rest of the movie. The explanations of facial expressions are precisely described for us (brooding); the answer moves from an 'understanding' (Achieve) of the director's intent, showing the tension Edward has regarding Bella to a 'convincing understanding' (Merit) "reinforce the disgust." , to a 'perceptive understanding' (Excellence), " as well as introducing the mystery of the Cullens. Later in the movie we remember this scene as it foreshadows Edward's self-control and self-denial".</p> <p>There is sufficient perceptive understanding of the meaning and effects of the four aspects to make the appropriate grade for this response a low Excellence.</p> <p>To meet the standard more securely at Excellence the student could develop some of the following;</p> <ul style="list-style-type: none"> <li>• Further explanation of the 'mystery of the Cullens' in terms of the writer's purpose.</li> <li>• Further development of the comment 'The intense staring ..... setting up the plot for the rest of the movie' in terms of the wider perspective of the film's intent.</li> <li>• Further development of the Director's exploitation of what we regard as 'normal' – or 'usual' as opposed to 'mysterious'.</li> <li>• Further development of the apparent contradiction in the statement 'tension and awkwardness which foreshadows a relationship'.</li> </ul>

In the film "Twilight" directed by Kathryn Hardwicke, the character of Edward Cullen the vampire, is introduced to us in a scene in a Biology lab. This scene is also where the two protagonists meet for the first time. Hardwicke uses this scene to create tension between the protagonists to foreshadow the relationship they will have. She uses four techniques to show this - gesture , facial expression, sound effects through lack of dialogue and a prolonged series of camera shots

Hardwicke uses **gesture** to show tension. The tension is shown in Edward's hands as he moves a petri dish towards Bella, slowly and reluctantly, as he leans away from her, hand over his nose. This very common reaction to something we feel is unpleasant has the effect of showing the tension Edward has regarding Bella, and also the disgust he feels towards her. Later in the movie we realise that this scene shows his self-control at not attacking Bella,. Hardwicke also uses **facial expression** when Bella moves upwind of Edward and in the close up shots of his intense, brooding staring. These facial expressions reinforce the disgust felt by Edward for himself, for his desire for her blood. This disgust also causes the viewer to wonder about his strange reaction towards Bella, as well as introducing the mystery of the Cullens. Later in the movie we remember this scene as it foreshadows Edward's self-control and self-denial.

Another technique used by Hardwicke is **sound effects** to show the awkwardness and tension of the first meeting between the Edward and Bella. The sound effects are shown through the lack of dialogue, which is emphasized by the talking of the teacher in the background. This shows the awkwardness because it is unusual for two lab partners to first meet and not say anything. Another effective technique used to develop the tension between the two is that of a prolonged series of **camera shots**. We see this as a mid shot of Edward and Bella cutting to a close up of Bella's shock and bewilderment at Edward's reaction to her, jumping to a close up of Edward's face and the disgust and anger he's showing, then jumping to a long shot of the teacher to another mid shot of intense unsettling staring. This has many effects on the viewer. It shows the awkwardness Bella feels and the anger Edward is showing. The intense staring hints at the beginning of Edward's infatuation with Bella, setting up the plot for the rest of the movie.

In conclusion, Hardwicke uses a combination of gesture, facial expression, sound effects, and a prolonged series of different camera shots to portray a mysterious character as well as to create a spark between the protagonists. , The director created tension and awkwardness which foreshadows the relationship that will be.

	Grade Boundary: High Merit
2.	<p>The standard requires showing understanding of 4 significant aspects of visual and /or oral texts through close viewing and/or listening, using supporting evidence (at least one different, specific and relevant detail for each aspect, EN12)</p> <p>The standard and the task require that perceptive understanding of how these four aspects communicate ideas about the text in relation to the writer's purpose as well as wider contexts (EN9) is shown in order to meet Excellence.</p> <p>This response identifies four visual/oral aspects (<b>set composition, make up, gesture and dialogue</b> - shown in <b>bold</b> in the text) and shows convincing understanding of the meaning and effects of all four aspects. The understanding of the effects of the use of dialogue and set composition and make-up are very convincing and are moving toward perception. However to reach Excellence their needs to be more development of the directors purpose; for instance the contrast shows us that the director is intending us to be confused by the portrayal of Edward. The connection between gesture, tension and the foreshadowing of Edward and Bella's relationship is perceptive, but this perception is insufficiently sustained through the rest of the response to meet Excellence. The appropriate grade for this response is therefore a high Merit.</p> <p>To meet the standard at Excellence the following explanations could be further developed:</p> <ul style="list-style-type: none"> <li>• Further explanation of how the use of makeup communicates ideas about character.</li> <li>• Further explanation of the effect of the contrast between the 'light hearted' and the 'tense' atmospheres created by the use of dialogue and silence in terms of normal human experience.</li> <li>• Further development of the effect created by the set composition (the 'other worldly' effect) and what that communicates about society's beliefs, fears and expectations.</li> </ul>

In the film *Twilight* directed by Kathryn Hardwicke, Edward and Bella meet in a biology lab. In this scene Edward and Bella are forced to sit together. Kathryn Hardwicke uses set composition, gesture, dialogue and make up to portray the mystery of Edward's origin, create the tension and awkwardness between Edward and Bella and to introduce the idea of Edward's difference .

Hardwicke uses **set composition** to introduce the idea of Edward being "otherworldly". In one shot, with Edward beside the window, a stuffed owl is placed behind him so that it appears as though white wings are sticking out of his Edward's back. The wings are white which makes him appear angelic. In this scene he is portrayed as a good rather than a bad guy. However the **make up** that Edward wears has a different effect. It makes him look extremely pale with dark under eyes . The effect of this is that Edward's mysterious origins are hinted at. His strange, unfamiliar appearance sets him apart from everyone else, and causes confusion in our understanding of him.

**Gesture** is used by Hardwicke to emphasise the extreme tension between Edward and Bella. Edward passes over a piece of science equipment to Bella with extreme reluctance, as though trying hard to control himself. The effect of this is that the tension between Edward and Bella is enhanced by the awkwardness. It causes the audience to question Edward's bizarre behaviour, and to plant the idea in their minds that Edward is different, and hints at his mystical origins which are revealed later in the film. This technique creates conflict between the two which later sparks the unlikely relationship that grows between Bella and Edward. Another technique used to show this is **dialogue**. During the scene there is absolutely no dialogue between Edward and Bella and they sit in awkward silence. In the background the voices of the other students and the teacher are played and this shows the contrast between the rest of the happy, light hearted classroom and the tense atmosphere between Edward and Bella.

	Grade Boundary: Low Merit
3.	<p>The standard requires showing understanding of 4 significant aspects of visual and /or oral texts through close viewing and/or listening, using supporting evidence (at least one different, specific and relevant detail for each aspect, EN12)</p> <p>The standard and the task require that convincing understanding of how these four aspects work together to create meaning and effects (EN8) is shown in order to meet Merit.</p> <p>These responses, taken from two different assessment activities (CAG: "it is possible for evidence to be assembled from one or more texts'), identify six visual/oral aspects (<b>gesture and movement, sound, facial expression, camera movement (pan), mid shot and long shot</b> - shown in <b>bold</b> in the text ). The discussions of gesture and facial expression are detailed and convincing. The explanation of how gesture works with sound and how facial expressions work with the camera movement are just sufficient to show how these aspects work together to create meaning. The explanations of sound and camera movement on their own are not sufficiently convincing to meet Merit. The explanations of the effect and the understanding of the use of camera shots to reveal character and atmosphere (mid and long shots from text two) are sufficiently convincing to meet Merit.</p> <p>The student is awarded a low Merit because at times the discussion tends to suggest the possibility of a reason for the effects rather than convincingly explain how the aspects work together to create meaning as is required for a strong Merit. Explanations border on being very similar at times.</p> <p>To meet the standard more securely at Merit the student could develop some of the following:</p> <ul style="list-style-type: none"> <li>• Further convincing explanation of the effect of camera angles and the lack of dialogue (text one) and how they 'add to the mystery' (similar explanation for both aspects has been given).</li> <li>• Further development and understanding of how the sound and the camera movement work together with the facial expressions and gestures to create effective meaning.</li> <li>• Further development of how the mid and long shots work together to create a change in the atmosphere and the effect this has on the audience.</li> </ul>

#### Text one: (Twilight)

"Twilight" the director introduces the character Edward in a scene in a science lab. The director's objective in this scene is to show that there's tension between Edward and Bella, she hints that there's something weird going on. She shows this through four techniques. These techniques are dialogue (or lack of it), facial expression, gesture and movement and camera angles / shots.

The first technique the director uses is **gesture / movement**. Edward is tensed up when Bella arrives and it is as though he cannot relax because she is there. When Edward passes the experiment to Bella he slowly, awkwardly slides it across the desk. This movement was slow and awkward and it was as though he was in pain and didn't want to go near Bella. By doing this the director makes the audience wonder what is going on with Edward. During the whole clip Edward and Bella do not talk. Also during the whole clip their awkwardness is emphasised by the fact that they don't talk to each other. There's no **sound** of talking between them. The effect of this is that it makes the audience wonder why they are behaving this way. It adds to the mystery because usually when you meet someone you at least exchange a hello but in "Twilight" they don't even do that.

Another technique the director uses in this scene is **facial expression**. Edward is fascinated by Bella and all he does is stare at her and he has these facial expressions as though he is in immense pain. It is as though it is painful for him to be near her. By doing this the director shows how he is attracted to her. It shows that something is going to happen between them and it just builds the suspense and mystery of why Edward is so transfixed on Bella and why he is acting so strange. The final technique the director uses is the **camera movement**. The camera pans up and down Bella. The director wanted to show how focused on Bella he was to add to the mystery of why he is staring at her.

#### Text two: (Stand by me)

This **mid shot** shows Teddy dunking Vern under the water. The midshot means we can see their faces but also a bit of what they're doing. This is a fun shot because Teddy is smiling and the shot in the movie shows all the boys laughing at each other. This part of the film started because the swamp was deeper than they all thought so they all fell into it at face level. Vern starts to wind and Teddy said to Vern "you are the world's biggest pussy" and Vern said "well I suppose this is fun for you" and that's when Teddy said "no but this is" as he pushes Vern down under the water. I liked this scene because it showed more about them and it showed how they're just kids. The sound of the boys laughing and splashing also made the scene more fun. Then it changes to a **long shot** and we can see all the boys taking off their clothes quickly. The long shot means we can see that they all have leeches on their bodies and how scared they are as they realise. It would create a lot of suspense for the viewer and also it made the film a little bit more exciting as you could imagine the leeches on them and feel scared and gross too.

	Grade Boundary: High Achieved
4.	<p>The standard requires showing understanding of 4 significant aspects of visual and /or oral texts through close viewing and/or listening, using supporting evidence (at least one different, specific and relevant detail for each aspect, EN12)</p> <p>The standard and the task require that convincing understanding of how these four aspects work together to create meaning and effects (EN8) is shown in order to meet Merit.</p> <p>This response identifies four visual/oral aspects (<b>sound effects, gesture and movement, camera shots and makeup</b> - shown in <b>bold</b> in the text) and a good understanding of the meaning and effects of the four aspects has been provided. However the explanations are insufficiently convincing as to how the aspects 'work together' to meet Merit (EN8). The appropriate grade for this response is therefore a high Achievement.</p> <p>To meet the standard at Merit the following explanations could be further developed:</p> <ul style="list-style-type: none"> <li>• The effect on the viewer of the contrast between the classroom noise and the lack of dialogue between Edward and Bella could be more convincingly explained (see student five) and perhaps linked to the use of the camera shots.</li> <li>• The effect of the camera shots could be more convincingly linked to the director's intent, and perhaps shown how they work together with the use of the make up to create meaning</li> <li>• The effective explanation of the clenching of Edward's fists (gesture and movement) could show convincing understanding by showing how this aspect works together with either camera shots or sound effects to create a specific effect.</li> <li>• Words like 'mysterious' (make up) and 'uncomfortable'(sound effects) could be further explained to be more convincing.</li> </ul>

#### Twilight - Introduction of the character of Edward

In the film "Twilight" the characters of Edward and Bella are introduced early in the film. The purpose of this scene is to hint at Edward's mysterious origins and the tension that foreshadows the relationship they will develop. This shows us that the relationship that will develop between these two characters will be very important throughout the movie. Sound effects, gesture and movement, camera shots and make up are used by the director to show this.

**Sound effects** are used to show the tension that develops straightaway between Edward and Bella. All you can hear in the scene is background noise of the teacher talking to the class. This shows the silence between Edward and Bella as there was no dialogue in this scene. This shows that they felt very uncomfortable around each other.. **Gesture and movement** is used to show Edward's self-control. The clenching of his fists show he is trying to control himself so that he doesn't do anything to her and this is why he moves her stuff over but he tries not to get too close. **Camera shots** are used to enhance the distance that Edward tries to put between him and Bella on the small desk. The camera frame never has both Edward and Bella in it. It always has only one of them and usually they had spaces next to Bella and Edward. **Make up** is used to show the differences between Bella and Edward. His skin is very pale and also very smooth. He also has dark shadows around his eyes. This makes Edward seem very mysterious. These four techniques that the director used helped her portray Edward as something different and they also create tension between the two main characters therefore showing everyone that although we don't know what the nature of the relationship will be, it will be the key relationship throughout the movie.

	Grade Boundary: Low Achieved
5.	<p>The standard requires showing understanding of 4 significant aspects of visual and /or oral texts through close viewing and/or listening, using supporting evidence (at least one different, specific and relevant detail for each aspect, EN12)</p> <p>The standard and the task require that understanding is shown in terms of how these four aspects create meaning and effects (EN7) in order to meet Achievement.</p> <p>This response identifies four visual/oral aspects (<b>make up, sound effects, gesture and set composition</b> - shown in <b>bold</b> in the text). Sufficient evidence is shown of the understanding of the meaning and effects of sound effects, gesture and make-up. There is no explanation given for the effect of the set composition. The grade that best reflects this student's response is a low Achievement. (see CAGs for further explanation of sufficiency)</p> <p>To meet the standard more securely at Achievement explanations of the techniques could be further developed:</p> <ul style="list-style-type: none"> <li>• A different explanation for either the effect of gesture or the lack of dialogue (sound effect) could be given. (Compare with student five's answers to these same two aspects). Specific explanation of the gesture that causes discomfort could be provided.</li> <li>• The effect on the audience of Edward appearing to have wings (set composition) could be explained. Why are wings significant?</li> </ul>

5

In the film *Twilight* directed by Katherine Hardwick I studied the scene that takes part in the biology lab. This is the scene where Bella and Edward first meet and are forced to sit together. Kathryn portrays Edward as character whos a supernatural being and mysterious.. Hardwick uses makeup, sound effects, gesture and set composition.

In the film Edward wears **make up**. He has a sheet white face with dark purple/black circles under his eyes. The director uses makeup to portray the mysteriousness related and involved with Edward's character. This causes the audience to question Edward's looks and develop further mystery towards the character.

Kathryn also uses **sound effects** to emphasise the lack of dialogue between Edward and Bella. During the scene there is a lot of background sound effects, noise and chatter to emphasise the lack of dialogue between the characters.

**Gesture** is also another technique that Kathryn used. During the scene Edward passes Bella a piece of science equipment, he does this with extreme caution, and with a look of discomfort. This shows the awkwardness between the two protagonists.

Finally the director uses **set composition** at the start of the scene when Bella sits down next to Edward by placing a stuffed owl behind Edward which then appears to the viewer that he has wings.

All these techniques contributed to the beginning of Edward and Bella's relationship. They all helped Kathryn portray the idea of Edward being a mysterious, unfriendly being and the awkwardness and discomfort between the two protagonists upon their first meeting. All these techniques lead towards the beginning of Edward and Bella's relationship and leave you not knowing how this relationship is going to develop.

	Grade Boundary: High Not Achieved
6.	<p>The standard requires showing understanding of 4 significant aspects of visual and /or oral texts through close viewing and/or listening, using supporting evidence (at least one different, specific and relevant detail for each aspect, EN12)</p> <p>The standard and the task require that understanding is shown in terms of how these four aspects create meaning and effects (EN7) in order to meet Achievement.</p> <p>This response identifies four visual/oral aspects (<b>facial expression, make up, gesture, sound effects</b>- shown in <b>bold</b> in the text). The response does not provide sufficient understanding of the meaning and effects of the four aspects to meet Achievement.</p> <p>The discussions of facial expression, make-up and gesture focus only on identification. The effect of the sound effect is well explained and meets the criterion for Achievement, but one explained aspect is not sufficient on its own to meet the standard</p> <p>To meet the standard, the following comments could be addressed:</p> <ul style="list-style-type: none"> <li>• How does Edward's facial expression change? What does the change mean? What is the effect on the viewer?</li> <li>• The response to the effect of the make up used begins to explore the effect with the question "why is he so pale?" The response needs to further explore this idea with an explanation of the effect on the viewer, such as that given by student three.</li> <li>• Insufficient explanation is given of the link between the gesture (the rushing out the door) and the effect (that he can't stand to be around her). Although this may well be the case, the response must show how the first time viewer understands this effect.</li> </ul>

In the film Twilight, I looked at the scene where Edward and his protagonist, Bella, meet. We see what their relationship is at the beginning of the movie. Katherine Hardwick, the director, uses facial expression, make-up, gesture and sound effect. At the beginning of the scene when Bella first walks into the science lab she walks past a fan, as she does this her scent is blown towards Edward and his **facial expression** changes. Another technique that the director uses is **make-up**. Edward is very pale compared to the rest of the people in his class. The director makes us wonder "why is he so pale?" The director also uses the technique **gesture**. She does this by having Edward stand up and rush out of the classroom before the bell even goes. This shows us just how much he can't stand to be around her. The final technique used by the director is **sound effects**. In the scene we can hear the teacher talking in the background, this is called background dialogue. This is used to enhance the silence between Edward and Bella and show how awkward it is between them. This creates tension between them. Which foreshadows that there will be a relationship between them.

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